



# **Prudentia Education Anti-Bullying Policy**

## Statement of Intent

Prudentia Education is committed to working with learners and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. We aim to create an environment where all members of the setting community feel safe, respected and valued.

All children have an absolute right to be protected from others who may wish to harm, degrade or abuse them. Bullying of any kind is unacceptable at our setting. Bullying may be verbal, physical or psychological. In fact any action which makes a child feel uncomfortable, insecure or threatened may be defined as bullying.

The setting disapproves of bullying in all its forms and considers it a most serious offence. If bullying does occur, all learners should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* setting. This means that *anyone* who knows that bullying is happening is expected to tell the staff. The staff take the lead in creating a climate in which learners will report immediately any bullying incident in the expectation that it will be dealt with urgently and firmly. Parents have an essential role to play in counteracting bullying. Where bullying is clearly established, parents of both victim and perpetrator will always be contacted and the setting will seek to involve them in securing solutions.

## Scope

This policy applies only to incidents of bullying which take place on setting premises. However, the setting has an enduring interest in the welfare and conduct of its learners and will respond positively to any information it receives about bullying outside setting thus:

If it emerges that if a learner is responsible for bullying other children outside setting then this matter will be addressed and (if appropriate) the bully's parents/carers informed.

If a child is found to be the victim of bullying outside setting then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents/carers will be informed.

If there are more general concerns about children's safety outside setting then the local police will be contacted and their help sought in making the area around the setting premises more secure.

If information is received that a child is being bullied by a sibling or parent/carer outside setting this will initially be discussed with the parents. If concerns persist then the matter will be referred to social care to safeguard the learner.

If children are being bullied by learners of another setting then pastoral staff of that setting will be informed and invited to deal with the matter.

## **Definition**

### **What is bullying?**

There are five recognised features of bullying:

- ☐ It is deliberate, hurtful behaviour;
- ☐ It is repeated over a period of time;
- ☐ It is difficult for those being bullied to defend themselves;
- ☐ It is difficult for those who bully to learn new social behaviours;
- ☐ Those who bully have and exercise power inappropriately over others.

All forms of bullying can be damaging to the development of both the person being bullied and the person bullying. Bullying can take many forms, but the main types are:

<b>Physical</b>	Pushing, hitting, kicking, punching, taking belongings or an act of violence with intent to harm;
<b>Verbal</b>	Name calling, insulting, threats/intimidation or making offensive remarks;
<b>Indirect</b>	Spreading nasty stories about someone, exclusion from social groups or being made the subject of malicious rumours;
<b>Cyber</b>	Tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, e-mail, instant messaging or any other type of digital technology e.g. social networking sites such as Facebook, Instagram, Snapchat, Twitter.

Bullying is not one off fall outs between friends.

### **Bullying related to race, religion or culture**

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied learners have experienced racist or faith based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations. When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

The setting has a statutory duty to log all incidents of racist or faith-based bullying. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

### **Bullying related to special educational needs and disabilities (SEND)**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying in most cases (except those related to specific conditions) settings should expect the same standards of behaviour as apply to the rest of the setting community, having made the reasonable adjustments necessary.

### **Bullying related to gifted and talented children and young people**

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

### **Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

### **Bullying related to sexual orientation**

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are transgender, gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to. Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted;
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour;
- Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

## **Sexist or sexual bullying**

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as trans-gender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

## **Bullying of young carers or looked after children or otherwise linked to home circumstances**

Learners may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at setting may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

## **Bullying of and by setting staff**

Concerns relating to a member of the setting staff or other person in a position of trust will be investigated thoroughly (see child protection policy). Likewise, verbal and physical abuse directed from learners towards members of staff will also be dealt with severely (see consequences policy). The Principal reserves the right to insist that abusive parents leave the site and take steps to ensure the safety of learners, staff and other stakeholders. This could include taking out an injunction against the offending parent to prevent them from accessing the setting site in the future.

## **The effects of bullying**

Young people who are being bullied are being denied the opportunity to reach their full potential. Effects may be long term and include:

- ☐ Absenteeism – unknown or prolonged periods of time out of setting
- ☐ Fall in academic performance
- ☐ Poor self-esteem
- ☐ Health problems
- ☐ Isolation and failure to develop socially
- ☐ Depression and suicide
- ☐ Relationship difficulties.

## Signs of bullying occurring

These include:

- ☐ Change of friendship groups
- ☐ Lack of friends
- ☐ Setting rejection
- ☐ 'illness' at certain times or on certain days
- ☐ Change in standard of work
- ☐ Withdrawal/sudden lack of confidence
- ☐ Severe cases of depression.

Although the above list is most likely to apply to victims, changes in behaviour could indicate that someone has developed anti-social traits and may be bullying.

## Reporting and Recording Incidents

### Reporting Incidents of Bullying - Learners

The setting encourages and equips the whole setting community to report all incidents of bullying, including learners who have experienced being bullied and bystanders who have witnessed an incident. We are a 'telling' setting.

The setting endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff including teachers and support staff who are aware of the importance of listening to learners' concerns. We encourage all learners to think about significant members of the setting community that they can go to when they have a problem.
- There is a Designated Safeguarding Lead and Deputy: Christian Adeniran and Phil Clarke.

### Reporting – Parents/Carers

Concern or Complaint?

If a concern is raised and not dealt with it becomes a complaint. Concerns and routine queries should be raised to the Principal (Mr Christian Adeniran) or if the complaint refers to the Principal, to the Management Committee Chair, (Mr Frank Madariaga). **Please raise your concerns before they become complaints.** In some circumstances it is necessary for the Principal to pass down an issue to another senior member of staff. This does not mean that the setting is taking your concern any less seriously. Through delegation we are trying to ensure that your concern is dealt with as quickly as possible.

At Prudentia Education, we firmly believe in a circle of communication between parents, learners and the setting. Without this learners' needs are not best met. If you have a concern or complaint we would like you to tell us about it. We welcome suggestions for improving our work and want to know if you have any concerns. If you have a concern, please let us know as soon as possible. It is difficult for us to properly investigate an incident which happened some time ago.

Staff at the setting will make every effort to respond to your call/letter within 48 hours. More serious issues will be responded to within 24 hours. Due to the complex nature of some issues it is not always possible to resolve matters within this time frame, but staff will at the very least acknowledge your concern and indicate who is dealing with the matter.

## **Recording**

Bullying incidents will be systematically recorded and used to identify patterns of behaviour. Data will be used to identify trends with specific groups (e.g. cyber-bullying) or within particular areas of the setting site to allow preventative programmes to be planned. By taking the positive action of recording incidents of bullying we are giving a clear message to parents, staff and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident of bullying has been handled.

Data regarding bullying will be monitored and acted upon by the Senior Management Team at the setting.

## **Prevention of Bullying**

Prudentia Education believes that the whole setting community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole setting ethos and create a safe, healthy and stimulating environment. Alongside the setting's responsive strategies for dealing with incidents of bullying, the setting adopts as part of our pastoral support system, a whole setting approach to implementing proactive and preventative interventions at a setting, class and individual level to reduce bullying.

Through taught session and National Anti-Bullying week annually, aspects of personal and social behaviour will be taught so children can:

- ☐ Recognise bullying behaviour
- ☐ Know that they should speak out
- ☐ Have the confidence to do so if they are being bullied
- ☐ Know who to speak to
- ☐ Feel confident that they will be listened to and supported
- ☐ Make them fully aware that bullying is a serious breach of the setting rules and will not be tolerated.

## **Responding to Incidents of Bullying**

All staff have a responsibility to tackle bullying. The setting endeavours to ensure that teachers and other adults working with learners are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable young people who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the setting's policy and procedures on

preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying. The setting's approach to anti-bullying work is included within induction programmes for new staff (including volunteers and sessional staff).

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. If bullying is suspected staff will talk to the suspected victim, the suspected bully and any witnesses and take written statements. It is recognised that in some situations 'victims' may exaggerate or invent bullying incidents and members of staff need to be aware of this.

The setting will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- ☐ Immediate action to stop the incident and secure the child's safety
- ☐ Positive reinforcement that reporting the incident was the correct thing to do
- ☐ Reassurance that the victim is not responsible for the behaviour of the bully
- ☐ Informing/informing parents at the earliest opportunity
- ☐ Strategies to prevent further incidents
- ☐ Sympathy and empathy
- ☐ Extra supervision/monitoring
- ☐ Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- ☐ Arrangements to review progress.

Social networking websites are sometimes used for bullying and any threats made on such a site and acted on in setting will be classed as pre-meditated and are likely to result in a more severe sanction. It should be acknowledged that it is very difficult for the setting to take action on cyber bullying which has occurred outside of setting time.

For the Bully:

- ☐ Talking about what happened, to discover why they became involved
- ☐ Informing the bully's parents/guardians
- ☐ Continuing to work with the bully in order to modify attitudes, this can include changes to class groupings or setting travel arrangements
- ☐ Taking one or more of the disciplinary steps described below to prevent further bullying.



## **Anti-Bullying Policy - Summary for Parents/Carers**

No setting is immune from bullying and no setting should be complacent. If bullying occurs at Prudentia Education it is vitally important that all of us should know what action to take.

Staff at Prudentia Education recognise bullying behaviour as all forms of physical and psychological abuse systematically directed at victims who find this hurtful. We take responsibility for helping all learners to understand what bullying is and the harm it can do. We believe that adults can set an example in their own behaviour. We hope that the ethos of the setting will help to instill mutual respect and civilised behaviour.

We recognise that in our preventative approach to bullying we should provide learners with the opportunity to discuss the topic through form tutor periods and assemblies. We will also ensure that every learner knows where, when and to whom they can talk about any bullying incidents. This may be staff at setting or parents at home. Learners must feel confident that talking to adults is the proper course of action if they witness or experience bullying.

If you discover that your child is being bullied do not encourage him or her to 'hit back'. It may be contrary to your child's nature and may be just what the bully wants. Emphasise to your child that there is nothing wrong with him or her and that he or she can be helped. Contact the Setting. Incidents of bullying should be immediately referred to the Principal. We have a standard procedure to follow which does not necessarily involve punishment in the first instance. Staff are experienced and use tact and discretion in their follow-up.

The whole setting community (parents, learners, teaching and support staff) has a role to play in combating bullying. All learners should be aware that there is no such thing as an innocent bystander and the setting neither condones nor ignores bullying, while all adults should be familiar with this policy to avoid inappropriate action being taken. We should all be committed to ensuring that every learner receives his or her education in a safe environment free from humiliation, oppression or harassment.

## **Anti-Bullying Policy - Advice for Learners**

Bullying can ruin a learner's setting life and education, so we treat it very seriously. It is a form of anti-social behaviour that has no place at Prudentia Education. Bullying can take many forms: physical, psychological or verbal. It can affect the happiness and achievements of the victims, the on-lookers and the bullies themselves. Remember that there may be others being bullied so you will be helping them as well as yourself by talking to someone.

**The following advice has been suggested and approved by Prudentia Education learners:**

- ☐ Always report any incidents of bullying you witness or are the victim of.
- ☐ Tell someone what has been happening, even if you have been warned not to. You may go to any member of Prudentia staff, but particularly the Principal or Centre Manager or your parents. They will want to know and to help.
- ☐ Do not retaliate (try to get even) in a physical or verbal way. Walk calmly away from the situation do your best to not let what has just happened bother you further.
- ☐ Do not blame yourself.
- ☐ If you see someone else being bullied find a staff member and explain what you have seen and heard.
- ☐ Do not just ignore bullying. Think about how you would feel in the victim's position. Remember that bullying doesn't go away by itself.
- Make sure that you do not get involved in the bullying as an 'easy' option out of the situation – don't help the bully, help the victim.

**Some advice on how to avoid being bullied:**

- ☐ Be friendly. Friends help you avoid these situations.
- ☐ React calmly, walk away to avoid further reaction.
- ☐ Think positively about yourself. Be confident.

**Some advice on how to avoid being a bully:**

- ☐ Talk about problems, rather than taking them out on someone else.
- Don't make unpleasant remarks about anybody – even if you intend them as a joke. Always discuss these issues with your friends and if you feel they may take such comments seriously do not make them.
- ☐ Try to avoid confrontations: find some way and somewhere to cool down.

**We all have a responsibility to make sure that bullying has no place at Prudentia Education.**

## Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively

## Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Intenet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## LGBTQ+

[Barnardos](#): through its LGBTQ+ Hub, offers guidance to young people, parents and teachers on how to support LGBTQ+ students and tackle LGBTQ+ prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education.

[Stonewall](#): An LGBTQ+ equality organisation with considerable expertise in LGBTQ+ bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## **Mental health**

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

## **Race, religion and nationality**

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

## Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying

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